

Chieveley Pre-School

Inspection report for early years provision

Unique Reference Number	507890
Inspection date	10 October 2007
Inspector	Doreen Forsyth
Setting Address	The Village Hall, Chieveley, Newbury, Berkshire, RG20 8TE
Telephone number	07788 841128
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Registered person	Chieveley Pre-School
Type of inspection	Integrated
Type of care	Full day care, Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Chieveley Pre-School opened in 1969. This committee organised pre-school uses rooms in the community centre on the outskirts of the village of Chieveley in Berkshire. There is a large outdoor area that can be used for children's play and an adjacent play park.

The setting is registered to care for up to 26 children aged from two to five years old. There are currently 31 children on roll. This includes 22 children who are in receipt of funding for nursery education. The setting welcomes children that have disabilities or learning difficulties and children that speak English as an additional language.

The pre-school opens from 9.15 until 2.45 on Tuesdays, Wednesdays and Thursdays and from 9.15 until 11.45 on Monday and Fridays, during school term times.

There are three full time and two part-time members of staff who work with the children. Of these three have relevant early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection and well taken care of if they have an accident or become ill because the staff follow good health and hygiene routines and are skilfully helping children to learn suitable hygiene practices such as washing their hands before eating or after using the toilet. Most staff have current first aid qualifications. The setting has a good sickness policy in place that is given to all parents. All of the required records and documentation that help to ensure the children's health and wellbeing, such as accident and medication records, are well kept; efficient recording is used and good procedures are followed if children have any special dietary needs or allergies.

Children are provided with interesting, nutritious and varied snacks at each session, they have access to drinking water, but the jug and beakers are not always kept where children can easily help themselves. Children learn about healthy lifestyles through discussion, often at lunch times, and in their topic work. If children need a rest or quiet time they use the comfortable cushions in the book corner.

Children have good opportunities to play outside and take part in regular physical exercise. They usually visit the adjacent play park or the large nearby playing fields. If they can't play outside, the large hall provides space for ring games or playing with balls. The good range of equipment at the play area allows children to practise their climbing and balancing skills in a challenging way. Children's small muscle skills are developed when they use tools such as scissors, pencils or the computer mouse.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe, secure, light and well set out room in the village hall; the rooms are well maintained and staff risk assess well to ensure there are no potential hazards to the children. Most of the doors have alarm systems in place, to ensure staff are alerted if any doors are opened by visitors or the children. The second room that the pre-school has to use once a week is safe and suitable but is much less welcoming to the children. When the children use the nearby play area, staff are very vigilant in ensuring it is safe before the children play there.

The pre-school has a suitable selection of safe and well maintained toys and equipment; staff have to set out and put away all the resources each day, they work hard to provide a welcoming and stimulating play environment. The setting does not have its own outside play area, but maximises the use of the attached paved area, playing fields and nearby play park.

Children are appropriately safeguarded because most staff have a suitable understanding of their role in child protection and are able to put the correct procedures into practice if necessary. However, parents are not informed of the pre-schools duties and procedures before children are enrolled into the setting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well at the pre-school, they are happy and enjoy choosing from the range of activities that are set out for them each session. They concentrate well on their chosen tasks and usually persevere to complete an activity. The setting does not plan different activities for the younger children in the setting, but adapts what is planned for the over threes, this is usually sufficient and successful in helping them to learn and enjoy themselves.

Nursery Education.

Teaching and learning are satisfactory. Staff have a suitable understanding of the Foundation stage of learning. Children are interested in what happens at the setting, they are eager to learn, they ask questions, and receive good answers. Children are learning appropriately in all the six areas, their physical development is fostered very well, but their creativity is not sufficiently encouraged. Staff plan activities across the curriculum that are linked to suitable termly themes and topics, currently the children are learning about 'mini-beasts' and excitedly showed me a snail they collected on their afternoon walk.

There are profile records kept on children's progress, but these are not well recorded or up to date, so staff can not easily use these assessment records when planning to meet children's individual progress. Staff begin to find out where children are in their learning as children settle into the pre-school and they observe their play; they do not have any planned procedures in place to find out from parents and record where children are in their learning, making it difficult for staff to plan to build on what children already know.

Children are learning to form good relationships with each other and the staff at the setting; they are able to share and take turns appropriately. They have some opportunities to be independent; for example, they are very good at putting on their coats and boots for outdoor play, but they do not often help to tidy the play room or take an active role at snack time. They can select what they wish to play with from the resources set out, and have free access from the craft trolley; although they do not often freely choose craft activities and resources from there. They are confident and enjoy expressing their thoughts and ideas in words. Most children are able to recognise their own names; some can write their names, staff are good at encouraging children to label their own work. They enjoy books and stories and most sit well and listen to stories at group times.

Children have good opportunities to count and use number in their daily activities; such as counting how many chairs and plates needed at snack time, or the number of children going outside to play. They enjoy singing number rhymes. They use a range of suitable resources to sort and compare size and shape, they solve simple problems, for example, when playing with the train set or building with large bricks. Children learn about their local community and the wider world through the planned topics and themes. During a recent 'people who help us' topic, a nurse, policeman and a representative from the lifeboat society visited the pre-school. They enjoy finding out about living things on their walks, especially when they go to 'tele-tubby' hill on the other side of the playing fields. They enjoyed using Autumn leaves for leaf printing. Children have some access to everyday technology to support their learning.

Children have some opportunities to paint and use different craft materials, but these are mostly adult directed and do not allow children to fully develop their own creativity. They have access to a home corner and dressing up for imaginative play. Children enjoy a singing session when

a local pensioner visits the setting and plays the piano for them. Children's physical development is well promoted, they play outside almost everyday whatever the weather. They enjoy visiting the play park and using the climbing resources, they have opportunities to run and explore space on the playing fields and sometimes have opportunities to practise controlling wheeled toys such as bikes and dolls prams. They use some malleable resources to help develop their small muscle control, such as dried rice or play dough, but can only play with sand and water on the outside paved area.

Helping children make a positive contribution

The provision is satisfactory.

All children are valued and welcomed in to the pre-school, including those that may have learning difficulties or disabilities. The playleader has the role of Special Needs Co-ordinator(Senco); she ensures that if children need any extra assistance in the setting to learn and fully partake in the provision they have appropriate help and attention, she works closely with parents and other professionals to meet children's individual needs. Children begin to learn to value diversity through some of the resources they use, such as books, dolls, dressing up resources and musical instruments from other countries. They enjoy marking different festivals and special events such as harvest, Diwali and Christmas. Children's social, moral, spiritual, and cultural development is fostered.

Children's good behaviour and achievements are valued and praised, staff act as suitable role models, they remind children of what is expected of them, for example, walking, not running when inside. The pre-school has a suitable behaviour policy in place but the behaviour rules displayed are not often discussed with the children. Staff work very closely with parents, especially if any persistent behaviour issues arise. Children benefit from the close working relationship between the staff and parents. Parents are able to serve on the management committee; to help with funding raising and most spend time in the pre-school on the parent's and carer's rota. They receive regular newsletters and there is a suitable parent's notice-board. There is a prospectus for parents but it does not contain all the necessary information about the pre-school policies and procedures. The setting has a complaints procedure in place that complies with current legislation.

The partnership with parents and carers in regard to the nursery education provision is satisfactory. Parents receive suitable information about the educational programme in the prospectus; in the regular newsletters they are informed about the topics that the children will learn about and are asked to contribute any related items of interest, they are invited to share their skills and knowledge with the pre-school. Staff share information with the parents informally, often when parents are in on the rota, there are no planned opportunities for parents and key workers to exchange information or for parents to share what they know about their children's learning at home.

Organisation

The organisation is satisfactory.

Most staff at the pre-school are well qualified, experienced and all are suitable to have contact with the children. All staff undergo very rigorous vetting, employment and induction procedures. All the required records, documentation, and policies that are necessary to promote children's health, safety and wellbeing are in place and securely stored. These include a very accurate record of children's, staff and visitor's attendance. Children benefit from the good adult/child

ratios that are always maintained, they receive good support and attention. The provision meets the needs of the children for whom it provides.

Leadership and management are satisfactory. The pre-school is supported by an active management committee, who are very involved in pre-school and want the best for the children that attend. They are often in the setting and help on the rota system. The chair and committee use this as an opportunity to evaluate the provision and recognise the strengths of the setting and identify with the manager any areas for improvement. Staff do not yet have appraisals to identify their training needs, but are always encouraged to attend relevant training, and to update their knowledge and skills as necessary. The manager and chair have many plans for the future of the pre-school and have a high regard for the well-being of all the children that attend.

Improvements since the last inspection

At the last care inspection the pre-school was set three recommendations for improvement, these were issues regarding child protection procedures and staff training, the record of children's attendance and the suitability of the first aid box. At this inspection children's health is promoted as the setting has a suitable first aid box in place, which the staff take with them whenever the children are playing outside. Children's attendance is very well recorded. The setting helps to safeguard children by having appropriate child protection procedures in place, staff are in the process of attending relevant safeguarding children training.

At the last nursery education inspection there were issues identified which included children's opportunities to practise writing and letter formation; to develop number recognition and the use of calculation in everyday situations, children's opportunities to find out how things work and use everyday technology, and the planning to include learning outcomes for focussed activities and to meet children's individual needs. Children have opportunities to write and have free access to mark making resources, they were seen to form some recognisable letters, especially when writing their names. Staff encourage children to use numbers and solve simple number problems in their daily activities. Children use some information technology resources, they enjoy looking at photos of themselves at play on the pre-school computer. The planning used is suitable and helps children learn in all areas; adult focussed activities are linked to an aspect of the early learning goals, but are not yet planned to help individual children move onto the next step in their learning.

Complaints since the last inspection

Since April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure parents are informed of the pre-school safeguarding children procedures before admission to the setting
- ensure parents have good access to all the pre-school policies and procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that records kept on the children's progress are sufficiently detailed so that they can be used to plan for children's individual progress
- devise ways of finding out from parents where children are in their learning when they first set out onto the stepping stones towards the early learning goals, so that planning can be put into place to build on what children already know
- develop ways to allow children to explore paint and craft activities freely and explore their own creativity
- provide parents with planned opportunities to find out about their children's progress and achievements and to share what they know about their children's learning at home.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk